Department Application:
University of Aberdeen
Business School
Bronze Award
Revised Equality Action Plan
March 2017

Introduction

This action plan has seven areas for action related to the aims and objectives of the School. It aims to establish the Athena SWAN Principles within the everyday working lives of those working in and with the School. Each area for action has appointed 'Champions' whose role will be to achieve the objectives by working with the named colleagues within the School and wider University and academic community to deliver measureable change in pursuit of equality. Champions have been appointed by role and are all members of the EDC. **Given turnover in the EDC since the submission, the current postholders are noted below and named in this revised plan**. The seven areas for action include:

Area for Action	Champions
1. Promoting Gender Equality	Equality and Diversity Co-Leads and PGT Student (Zoe Morrison, Mark Whittington and Stephanie Thomas)
2. Student Recruitment, Attainment and Progression	Senior Lecturer, Business Engagement Advisor and UG Students (Alexandros Zangelidis, Sophie Anderson and Matthew Gilhespy, Finia Kuhlmann)
3. Staff Recruitment and Induction	School HR Partner and Deputy Dean (Sharon Cassidy and Mark Whittington)
4. Staff Career Progression	School HR Partner, Academic Line Manager and Lecturer (Sharon Cassidy, Alexandros Zangelidis and Naser Makarem)
5. Research	Deputy Head of School (Research) and Lecturer (Natasha Mauthner and Anh Nguyen)
6. Flexible Working	Senior Lecturer (Scholarship) and Lecturer (Allan Sim and Angelai Fong)
7. Communication and Governance	Senior Lecturer and Professional Support Services (Zoe Morrison, Sophie Anderson, Fiona Ritchie)

Our initial focus for equality will be gender. Each Champion will sit as a member of the School's Equality and Diversity Committee (EDC) (formally the Athena SWAN Self-Assessment Team (SAT)) and report progress towards each objective at EDC meetings.

Key Points in the Revised Version

The panel had three main concerns regarding the initial Equality Action Plan (EAP).

1. *Clearer links to be made between the issues drawn out from the data, the rationale and success criteria/outcome measures for each action.*

As seen in the following pages, the EAP has been substantially restructured to better highlight the justifications for the actions stemming from the report. An objective is given for each broad set of actions as well as a brief description and the specific location of the issue raised in the report. The particular success criteria and outcome measures have been reviewed and tightened to offer a better link between the action and what it intends to address.

It should also be noted that our review of the first Area for Action ('Promoting Gender Equality') caused us to group the actions somewhat differently from the previous version. These are noted in italics in the revised EAP where an action had a different number in the initial document.

2. *Better distribution of the timescales of actions across the 3 year period of the award.*

In our previous submission, we had a frontloading of actions because we wished to have a substantial review of progress at the end of the second year. However, in response to the panel, we have now spread the actions over the three years in the revised EAP below. We have changed the accounting of the timing of the actions to focus not on months, but on quarters since this more easily aligns with the quarterly schedule of the EDC meetings. The revised Gantt chart (see separate attachment of 'Revised Appendix 3') reflects this new quarterly reporting structure. We should note that it is still the case that most of the actions are started in years 1 and 2, which we would argue makes sense if we are to embed equality and diversity culture in the School and have some chance to see the effects of the actions before the next submission date in three years. In addition, the frontloading also gives additional time flexibility for the application for Athena SWAN Silver Accreditation in year 3. That said, 27 of the 80 actions (33.8%) in the revised EAP appear in year 3.

3. *Better distribution of responsibility across a range of job titles, including specific attribution of actions to individuals rather than groups.*

Given the time that has elapsed since the submission, there has been turnover in the EDC and changes in job responsibilities. Therefore, the revised EAP has been changed to reflect the new makeup of the EDC. We have followed the advice of the panel to sharpen the distribution of responsibilities and, when possible and logical, to attribute actions to an individual rather than a group.

Key to Abbreviations (role as at 31 March 2017).

ALM	Academic Line Manager (currently eight managers across the School)
AS	Allen Sim (Senior Teaching Fellow)
AZ	Alexandros Zangelidis (Senior Lecturer and ALM)
BM	Bryan MacGregor (Dean of the Business School)
CM	Catia Montagna (PGR Director)
DHoS	Deputy Head of School
DM	David McCausland (Head of IT for Business School)
EAP	Equality Action Plan
EDC	Equality and Diversity Committee
EP	Euan Phimister (DHoS – People)
FR	Fiona Ritchie (Senior Secretary)
GN	Gemma Neal (School Marketing Officer)
HR	Human Resources
KB	Keith Bender (Professor)
KM	Karim Mahmoud (Business Development Officer)
KW	Kirsteen Watt (Business School Accreditation and Projects Manager)
MW	Mark Whittington (Deputy Dean of the Business School and EDC Co-lead)
ND	Nikki Duncan (School Administration Officer)
NM	Natasha Mauthner (DHoS – Research)
NMk	Naser Makarem (Lecturer)
PGR	Post-graduate Research
RT	Rhiannon Thompson (UoA Athena SWAN coordinator)
SA	Sophie Anderson (Business Engagement Officer)
SC	Sharon Cassidy (School HR Partner)
TBA	To be appointed
UoA	University of Aberdeen
ZM	Zoe Morrison (Senior Lecturer and EDC Co-lead)

1. PROMOTING GENDER EQUALITY

Champions: Co-Leads and PGT Student (Zoe Morrison, Mark Whittington and Stephanie Thomas)

1.1	**Objective: Annual Review of Committee membership to ensure representation of breadth of School activities.**				
	Issues (listed by reference to section of Department Application): 3.iii) Need to ensure diverse representation on EDC Committee and to plan for successors; 5.2.iv) risk of underrepresentation of females in staff and/ or student populations; 5.4.i) need to promote culture of gender equality.				
	Specific Actions	**Start**	**End**	**Owner**	**Success Criteria/Outcome Measures**
1.1.1	Establish an annual review of Committee membership to ensure adequate representation of different employment grades and students, as well as reflecting the diversity within the School.	Q3 2017	Q4 2017	EDC Co-lead (ZM)	• Annual review process in place and included/recorded in annual cycle of business; • All posts on the Committee filled continuously; • Full attendance and engagement at meetings.
1.1.2	Conduct 2nd annual review of Committee membership to ensure adequate representation of different employment grades and students, as well as reflecting the diversity within the School.	Q3 2018	Q4 2018	EDC Co-lead (ZM)	• Annual review process in place and included/recorded in annual cycle of business; • All posts on the Committee filled continuously; • Full attendance and engagement at meetings; • Achievement of Equality Action Plan.
1.1.3	Conduct 3rd annual review of Committee membership to ensure adequate representation of staff and students, looking towards the requirements of our Athena SWAN Silver submission.	Q3 2019	Q4 2019	EDC Co-lead (ZM)	• Annual review process in place and included/recorded in annual cycle of business; • All posts on the Committee filled continuously; • Full attendance and engagement at meetings; • Achievement of Equality Action Plan.

1.2	**Objective: Quarterly Reporting of Equality and Diversity Committee progress against plan to School Executive and whole School to achieve accountability and good governance.**				
	Issues (listed by reference to section of Department Application): 3.iii) Need to update the School Executive on a quarterly basis to formally report progress against EDC Action Plan; 5.2.iv) Risk of underrepresentation of females in staff and/ or student populations; 5.4.i) Need to promote culture of gender equality.				
	Specific Actions	**Start**	**End**	**Owner**	**Success Criteria/Outcome Measures**
1.2.1	Agree a standard reporting format for performance against Plan.	Q2 2017	Q3 2017	EDC Co-lead (MW)	Reporting format agreed and quarterly reports established.
1.2.2	Develop 'Equality Dashboard' for accessible communication of progress against plan (e.g. School website).	Q3 2017	Q4 2017	Accreditation and Projects Manager (KW)	Equality Dashboard developed and made available.

1.3	**Objective: Establishment of effective data flows to maintain data required for Equality Dashboard to promote cultural change in support of the Athena SWAN Principles.**				
	Issues (listed by reference to section of Department Application): 3.iii) Need to update the School Executive on a quarterly basis to formally report progress against EDC Action Plan; 5.2.iv) Risk of underrepresentation of females in staff and/ or student populations; 5.4.i) Need to promote culture of gender equality.				
	Specific Actions	**Start**	**End**	**Owner**	**Success Criteria/Outcome Measures**
1.3.1	• Define staff and student data required for Athena SWAN monitoring; • Generate annual 'Equality Snapshot' of staff and student data to track trends.	Q2 2017	Q3 2017	EDC Co-lead (MW)	Reporting format agreed and quarterly reports established.

1.4	**Objective: Analysis of data underpinning Equality Dashboard to monitor impact of Committee as a catalyst for change.**				
	Issues (listed by reference to section of Department Application): 3.iii) Need to update the School Executive on a quarterly basis to formally report progress against EDC Action Plan; 5.2.iv) Risk of underrepresentation of females in staff and/ or student populations; 5.4.i) Need to promote culture of gender equality.				
	Specific Actions	**Start**	**End**	**Owner**	**Success Criteria/Outcome Measures**
1.4.1	Establish a process of annually comparing 'Equality Snapshot' with previous years to review progress against plan and re-prioritise.	Q3 2017	Q3 2017	EDC Co-lead (MW)	• Achieve process of annual comparison of 'Equality Snapshot'; • Clear evidence of progress on gender equality; • Accurate data to inform planning for Silver Athena SWAN award.

1.5	**Objective: To establish an Annual Business School Survey to identify areas of change from staff and student viewpoints, review Committee priorities as a catalyst for change and pinpoint areas of success of and further challenges for the Equality Action Plan.**				
	Issues (listed by reference to section of Department Application): 3.ii) Need to adapt School Equality and Diversity Survey and repeat annually for all staff and students; 5.2.iv) Risk of underrepresentation of females in staff and/ or student populations; 5.4.i) Need to promote culture of gender equality.				
	Specific Actions	**Start**	**End**	**Owner**	**Success Criteria/Outcome Measures**
1.5.1	Repeat first staff survey in order to carry out longitudinal comparisons between 2016 and 2017.	Q2 2017	Q3 2017	UoA Equality and Diversity Officer (RT)	• Increase in survey response rate from 2016 (44%) to 60%; • Year on year comparative analysis completed; • Report on findings to at School Forum to discuss results.
1.5.2	• Adapt staff survey to include staff and students; • Test and refine instrument in consultation with student reps and conduct whole school survey; • Assess utility of this research. (*formerly Action 1.6*)	Q1 2018	Q2 2018	Professional Support Services (FR)	• Improve survey response rate (> 60%); • New whole School analysis completed; • Report on findings to School; • Convene School Forum to discuss results; • Use of data and related feedback to inform Committee and School decision-making.

1.6	**Objective: To increase availability and awareness of communication channels regarding issues highlighted within School Equality and Diversity Survey to ensure effective and confidential consultation with staff and students to identify and progress areas of change relevant to Equality and Diversity Committee priorities.**				
	Issues (listed by reference to section of Department Application): 3.ii) Need to adapt School equality and diversity research and repeat annually for all staff and students; 5.2.iv) Risk of underrepresentation of females in staff and/ or student populations; 5.4.i) Need to promote culture of gender equality.				
	Specific Actions	**Start**	**End**	**Owner**	**Success Criteria/Outcome Measures**
1.6.1	• Review utility of focus groups and consider alternatives e.g. open discussion forums for staff and students hosted on VLE platform; • Set up an ongoing plan for consultation. (*formerly Action 1.7*)	Q2 2017	Q3 2017	DHoS-Research (NM)	• Plans for ongoing consultation in place and included in Annual Cycle of Business; • System in place so that priority issues for staff and students defined and constructively discussed; • Engagement in discussion groups, e.g. > 5 comments per week.
1.6.2	Require all staff to complete University Equality and Diversity Training (*formerly Action 1.11*)	Q2 2017	Q4 2017	Dean (BM)	Achieve 100% successful completion of staff Equality and Diversity training (50% in November 2016).
1.6.3	Increase awareness of contemporary research on Equality and Diversity in Business School settings amongst staff.	Q3 2017	Q3 2019	DHoS-Research (NM)	Scheduling of one Equality and Diversity research seminar per semester through the academic year.
1.6.4	Launch Level 3 cross campus course addressing Equality and Diversity in the workplace.	Q3 2017	Q3-Q4 Annually	EDC Co-lead (ZM)	• Sixth Century Course approved in December 2017 to be offered in academic year 2018/19; • Level of student uptake from >3 Schools and >20 students attending.
1.6.5	Develop an appropriate PhD dissertation topic around Equality and Diversity in a cognate area in the School and search out funding for the student (e.g. an Elphinstone Scholarship) (*formerly Action 1.12*).	Q4 2017	Q4 2020	EDC Co-lead (ZM) and DHoS-Research (NM)	• PGR Scholarship to commence September 2017; • Recruitment of high calibre student; • Student participation in work of EDC.

1.7	**Objective**: **To review School website and publicity materials to promote cultural change in support of the Athena SWAN Principles and provide information about the School's commitment to equality and diversity.**				
	Issues (listed by reference to section of Department Application): 3.ii) Need to adapt School equality and diversity research and repeat annually for all staff and students; 5.2.iv) Risk of underrepresentation of females in staff and/ or student populations; 5.4.i) Need to promote culture of gender equality. 5.4.vii) Need to improve visibility of role models and improve School communications to encourage diversity and inclusion.				
	Specific Actions	**Start**	**End**	**Owner**	**Success Criteria/Outcome Measures**
1.7.1	Set up analytics to monitor traffic to School Equality and Diversity website pages (*formerly Action 1.8*).	Q1 2017	Q1 2017	Professional Support Services (SA)	• Increased understanding of user behaviour (by tracking click through patterns); • Use of analytics data to inform web redesign.
1.7.2	Insert a banner statement on all pages to re-iterate our emphasis on equality and diversity (*formerly Action 1.8*).	Q2 2017	Q2 2017	Professional Support Services (SA)	Improvements and changes to website.
1.7.3	Review of the visual impact of the School website and publicity materials to achieve greater gender balance i.e. a more diverse range of photos, including a wider range of staff (*formerly Action 1.8*).	Q3 2017	Q3 2017	Professional Support Services (SA)	• Increase of at least 25% in rating of website against Athena SWAN principles. • Positive change in rating of website and publicity materials against Athena SWAN Principles: test visual impact with small group of staff and student volunteers before and after changes to look for greater gender balance (three test dates: March 2017, June 2017, October 2017).

1.8	**Objective**: **To broaden definition of Equality and Diversity to cover more than gender to broaden remit, aims and objectives of the School Equality and Diversity Committee and commence work towards Athena SWAN Silver accreditation.**				
	Issues (listed by reference to section of Department Application): 3.iii) Need to update the School Executive on a quarterly basis to formally report progress against EDC Action Plan; 5.2.iv) Risk of underrepresentation of females in staff and/ or student populations; 5.4.i) Need to promote culture of gender equality.				
	Specific Actions	**Start**	**End**	**Owner**	**Success Criteria/Outcome Measures**
1.8.1	Identify different social categories and intersecting identities across gender, sexuality, class, ethnicity, and nationality (*formerly Action 1.9*)	Q3 2018	Q3 2018	EDC Co-lead (ZM)	Action Plan and recommendations to work towards Silver Athena SWAN application in November 2019.
1.8.2	Conduct an independent internal review of progress against all actions in this Equality Action Plan (EAP) (*formerly Action 1.10*).	Q4 2018	Q4 2018	Athena SWAN Officer from another School (TBA)	• Assessment of progress to date; • Identification of barriers and enablers to change; • Recommendations as to viability of Silver application.
1.8.3	Revise EAP to accommodate recommendations of independent internal review.	Q4 2018	Q1 2019	EDC Co-leads (ZM and MW)	Revised EAP agreed by School Executive.

2. STUDENT RECRUITMENT, ATTAINMENT AND PROGRESSION

Champions: Senior Lecturer, Business Engagement Advisor and UG Students (Alexandros Zangelidis, Sophie Anderson and Matthew Gilhespy, Finia Kuhlmann)

2.1	**Objective: Increase female applications at UG and PGT levels, particularly for Economics and Real Estate to make recruitment pool as diverse as possible.**				
	Issues (listed by reference to section of Department Application): 4.1. ii) Low percentage of female applications at UG level, particularly for Economics and Real Estate; 4.1. iii) Low percentage of female applications at PGT level, particularly for Economics and Real Estate; 4.1. v) Low rates of female progression from UG to PGT level; 5.2. iv) Keeping focus on underrepresented areas.				
	Specific Actions	**Start**	**End**	**Owner**	**Success Criteria/Outcome Measures**
2.1.1	Review Open Day materials and staffing to show diversity within disciplines	Q4 2016	Q2 2017	School Admin. Officer (ND)	Change Open Day materials to promote diversity within the School as needed.
2.1.2	Diverse UG and PGT case studies on website and publicity.	Q4 2016	Q1 2017	Marketing Officer (GN)	Publication of at least one female case study per UG and PGT discipline.
2.1.3	• Commission report to investigate resources needed to do 'Roadshows' in local schools, by female members of staff highlighting education and career options for school leavers; • Consider recommendations from report and implement ones where resource can be found.	Q4 2016	Q3 2017	EDC Co-leads (ZM and MW)	Improved gender balance in application rates from 2014/15 baseline: UG: • Economics from 38% female to 45% by 2018/19; • Finance from 40% to 45% by 2018/19; • Real Estate from 36% to 45% by 2018/19. PGT: • Economics from 27% to 35% by 2017/18, 40% by 2018/19 and 45% in 2019/20; • Real Estate from 37% to 40% by 2017/18 and 45% by 2018/19.

2.2	**Objective: Increase female applications at PGR level in all disciplines to make the recruitment pool as diverse as possible.**				
	Issues (listed by reference to section of Department Application): 4.1. iv) Low percentage of female applications at PGR level; 4.1. v) Low rates of female progression from PGT to PGR level; 5.2. iv) Remaining focused on underrepresented areas.				
	Specific Actions	**Start**	**End**	**Owner**	**Success Criteria/Outcome Measures**
2.2.1	Develop diverse PGR/PhD case studies on website and publicity, particularly focusing on alumni.	Q4 2016	Q2 2017	Marketing Officer (GN)	Publication of at least one female case study per discipline.
2.2.2	Develop, where appropriate, gender based PGR research topics.	Q4 2016	Q2 2017	PGR Director (CM)	One per discipline.
2.2.3	Coordinate with student recruitment and marketing to make sure outreach represents gender diversity within School.	Q4 2016	Q3 2017	PGR Director (CM)	Increase in the percentage of female PGR applicants in School from 37% (2014/15) to 45% by 2018/19.

2.3	**Objective: Show UG, PGT, PGR students the School's commitment to equality and diversity given lack of clear expression of equality and diversity values on website and profile of School.**				
	Issues (listed by reference to section of Department Application): 4.1. ii) Low percentage of female applications at UG level, particularly for Economics and Real Estate; 4.1. iii) Low percentage of female applications at PGT level, particularly for Economics and Real Estate; 4.1.iv) Low percentage of female applications at PGR level; 4.1.v) Low rates of female progression from PGT to PGR level; 5.2. iv) Keeping focus on underrepresented areas.				
	Specific Actions	**Start**	**End**	**Owner**	**Success Criteria/Outcome Measures**
2.3.1	UG, PGT, PGR programme 'landing pages' with link to School's Athena SWAN/Equality and Diversity pages.	Q4 2016	Q1 2017	School IT Director (DM)	Change in website structure and tracking traffic: monitor click through rates to optimise visibility of pages.
2.3.2	Annual Student Athena SWAN/Equality and Diversity workshop as part of UG and PGT induction events.	Q4 2017	Q4 Annually	Lecturer (NMk)	• Workshop established; • After a baseline obtained in a student survey on equality and diversity culture among Business School Students (**Action 1.5 above**), see increases in satisfaction with equality and diversity measures within School.

2.4	**Objective: Maintain parity in UG and PGT degree classifications by gender.**				
	Issues (listed by reference to section of Department Application): 4.1. iii) Similar rates in degree classification by gender, but obtain more information about Finance PGT.				
	Specific Actions	**Start**	**End**	**Owner**	**Success Criteria/Outcome Measures**
2.4.1	Establish annual review of classification distributions by gender for UG and PGT degrees. If consistent differences are found, then work with programme leaders to identify reasons why there is the classification gap.	Q4 2017	Q4 Annually	Lecturer (NMk)	Continued parity in degree classifications for UG and PGT degrees.

3. STAFF RECRUITMENT AND INDUCTION

Champions: School HR Partner and Deputy Dean (Sharon Cassidy and Mark Whittington)

3.1	**Objective: Increase application and employment success rates by females to meet and surpass gender percentages of staff at comparator institutions, particularly at senior level.**				
	Issues (listed by reference to section of Department Application): 4.2.i) Increase percentages of senior female staff; 5.1.i) Need better integration of Equity and Diversity in recruiting; 5.2.iv) Ensure that female representation of staff is proportionate to female representation of students.				
	Specific Actions	**Start**	**End**	**Owner**	**Success Criteria/Outcome Measures**
3.1.1	Job postings include link to School Gender Equality webpage and traffic to these sites to be monitored during active recruitment periods	Q2 2017	As recruit	EDC Co-lead (MW)	Modification of webpage and traffic monitored (**Action 1.7** above).
3.1.2	Post selection interviews with candidates to understand perceptions of the interview process	Q3 2017	As recruit	School HR Partner (SC)	Interviews completed with a target of 50% women of all shortlisted applicants during 2017.
3.1.3	Review of one year dataset and outcomes of recruitment and selection: report to EDC and agree priorities for improvement and recommendations for action.	Q4 2017	Q1 2018	School HR Partner (SC)	• Report available to EDC summarising progress with academic recruitment and specific recommendations for improvement. • Priorities for improvement agreed by EDC.
3.1.4	Incorporate findings into EAP review and recruitment and selection processes.	Q4 2018	Q4 2018	EDC Co-leads (ZM and MW)	Maintain/increase gender balance within academic staff by (percentages are female academic staff): • Grade 7 maintaining 50%; • Grade 8 increasing from 20% (2016) to 40% (2019); • Grade 8 increasing from 20% (2016) to 40% (2019), including at least two female Reader appointments; • Grade 9 increasing from 22% (2016) to 44% (2019).

3.2	**Objective: Provide systematic induction to new staff to promote Equity and Diversity culture in School.**				
	Issues (listed by reference to section of Department Application): 5.1.ii) Low rate of induction and usefulness according to School Survey.				
	Specific Actions	**Start**	**End**	**Owner**	**Success Criteria/Outcome Measures**
3.2.1	Promote attendance at University induction events around teaching, research and training opportunities.	Q4 2017	Ongoing as recruit	Professor (KB); School HR Partner (SC)	Increase percentage attending induction for new staff to 100%.
3.2.2	Develop a formal system of induction within the School, focusing on teaching, research, training opportunities and Athena SWAN/Equity and Diversity goals of the School.	Q3 2017	Q4 2017	Professor (KB)	Modify and update induction materials to include Athena SWAN/Equality and Diversity goals of School.
3.2.3	Assign a short term mentor ('buddy') within the School upon appointment.	Q3 2017	Q4 2017	Professor (KB)	Development of new staff mentor system with 100% participation for new staff.

4. STAFF CAREER PROGRESSION

Champions: School HR Partner, Academic Line Manager and Lecturer (Sharon Cassidy, Alexandros Zangelidis and Naser Makarem)

4.1	**Objective**: Better understanding of promotion process by academic staff to reduce the gendered differences in knowledge of and trust in promotion process and to increase the low proportion of senior female academics in the School.				
	Issues (listed by reference to section of Department Application): 4.2.i) Need to enhance career progression procedure to increase number of senior female academic staff; 5.1.iii) Need to integrate promotion planning and support in line management practices; 5.2.ii) Lack of discussion about career progression in annual review.				
	Specific Actions	**Start**	**End**	**Owner**	**Success Criteria/Outcome Measures**
4.1.1	Promotion 'champion' for Teaching and Research staff and one School 'champion' for Teaching and Scholarship staff appointed to liaise with ALMs in each discipline.	Q2 2017	Q3 2017	Professor (KB)	Appointment of champions.
4.1.2	Training for ALMs and School's two promotion 'champions' on UoA promotion process.	Q3 2017	Q3 2018	School HR Partner (SC)	100% attendance in training for UoA promotion processes.
4.1.3	Establishment of yearly Promotion workshops in School.	Q1 2018	Q1 Annually	Professor (KB)	Yearly workshops offered.
4.1.4	Additional question(s) on Annual Review form about knowledge of promotion process.	Q2 2017	Q2 2017	School HR Partner (SC)	No gendered responses to questions on Business School Survey on understandings of internal promotion process.

4.2	**Objective**: Better preparation for promotion for staff to increase career progression for all, but particularly women, into senior positions.				
	Issues (listed by reference to section of Department Application): 4.2.i) Need to enhance career progression procedure to increase number of senior female academic staff; 5.1.iii) Need to integrate promotion planning and support in line management practices; 5.2.ii) Lack of discussion about career progression in annual review.				
	Specific Actions	**Start**	**End**	**Owner**	**Success Criteria/Outcome Measures**
4.2.1	Additional question(s) on Annual Review form to highlight promotion progression and developing plan for promotion.	Q2 2017	Q2 2017	School HR Partner (SC)	Change of Annual Review form to incorporate additional question(s).
4.2.2	Prior to the promotion round all eligible staff should be considered as to their readiness for promotion. Any staff thought ready should be encouraged to apply for promotion and offered support throughout the process.	Q4 2017	Q4 Annually	Professor (KB)	No gendered responses to questions on Business school Survey on perceived discrimination in the promotion process.
4.2.3	Discussions with Academic Line managers (during Annual Review) and Promotion Champions to assess preparation for promotion.	Q4 2017	Q4 Annually	Promotion Champions (TBA)	At least one female candidate for promotion identified within Grades 6-8 every year commencing 2017.

4.3	**Objective: Improving career prospects for fixed term contract employees as this grows to be a larger proportion of staff in School.**				
	Issues (listed by reference to section of Department Application): 4.2.i) Need to enhance career progression procedure to increase number of senior female academic staff; 4.2.ii) Career progression support needed for growing number of fixed term staff; 5.1.iii) Need to integrate promotion planning and support in line management practices; 5.2.ii) Lack of discussion about career progression in annual review.				
	Specific Actions	**Start**	**End**	**Owner**	**Success Criteria/Outcome Measures**
4.3.1	Career review to fixed-term employees half way through their contract.	Q3 2017	ongoing	DHoS-People (EP)	100% of fixed-term staff with career related meetings. 85% fixed-term staff attending appropriate Training and Development classes.

4.4	**Objective: Encourage staff to become mentors and mentees for post-probationary staff for all, but particularly to help women into senior positions**				
	Issues (listed by reference to section of Department Application): 4.2.i) Need to enhance career progression procedure to increase number of senior female academic staff; 5.1.iii) Need to integrate promotion planning and support in line management practices; 5.2.iii) Little formal career progression support for post-probationary staff.				
	Specific Actions	**Start**	**End**	**Owner**	**Success Criteria/Outcome Measures**
4.4.1	Mentoring champion for the School.	Q2 2017	Q2 2017	DHoS-People (EP)	Appointment of mentoring champion.
4.4.2	Establish a post-probation mentoring system – working with the University mentoring system.	Q3 2017	Q4 2017	Mentoring Champion (TBA)	Increase proportion of staff being mentor or mentee.

4.5	**Objective: Encourage training and development to support career progression to increase rates of training and development.**				
	Issues (listed by reference to section of Department Application): 4.2.i) Need to enhance career progression procedure to increase number of senior female academic staff; 5.1.iii) Need to integrate promotion planning and support in line management practices; 5.2.i) Need to better signpost training and development needs for career progression; 5.2.ii) Lack of discussion about training and development needs for career progression in Annual Review.				
	Specific Actions	**Start**	**End**	**Owner**	**Success Criteria/Outcome Measures**
4.5.1	Appraising training and development needs during Annual Review.	Q2 2017	Q2 2017	Academic Line Managers	Systematic recording of training and development needs in Annual Review forms.
4.5.2	Incorporate training and development in year objectives and workload allocation.	Q2 2017	Q2 2017	Academic Line Managers	5% of workload towards training and development.

5. RESEARCH

Champions: Deputy Head of School (Research) and Lecturer (Natasha Mauthner and Anh Nguyen)

5.1	**Objective: Integrate and embed Athena SWAN/Equity and Diversity principles into Research Culture in School.**				
	Issues (listed by reference to section of Department Application): 5.1.iv) Unequal gender balance in School REF submission; 5.2.iii) Better research support as part of career progression.				
	Specific Actions	**Start**	**End**	**Owner**	**Success Criteria/Outcome Measures**
5.1.1	Athena SWAN as standing item on School Research Committee (SRC) agenda.	Q1 2017	Q1 2017	DHoS-Research (NM)	Gender awareness and equality issues mainstreamed in all SRC matters.

5.2	**Objective: Integrate and embed Athena SWAN/Equity and Diversity principles into Research Culture in School.**				
	Issues (listed by reference to section of Department Application): 4.2.i) Lack of research support as a reason for lack of senior female Research and Teaching staff; 5.1.iv) Unequal gender balance in School REF submission; 5.2.iii) Better research support as part of career progression.				
	Specific Actions	**Start**	**End**	**Owner**	**Success Criteria/Outcome Measures**
5.2.1	Yearly grant writing workshop within School using School-based academics with grants as key speakers.	Q2 2017	Q2 Annually	DHoS-Research (NM)	Workshop attended by a minimum of 50% female academic staff. At least one presentation by a role model female academic.
5.2.2	Promotion of attendance to University grant writing and networking sessions.	Q2 2017	Q2 Annually	School Business Development Officer (KM)	Gender balance in rate of grant submissions.
5.2.3	Encourage discussions about grant writing in context of Annual Review and mentoring meetings.	Q3 2017	Q3 Annually	DHoS-Research (NM)	

5.3	**Objective: Ensure equal opportunities for producing research outputs, particularly for REF purposes to address the decline in percentage of women submitted to REF2014 and promote career progression.**				
	Issues (listed by reference to section of Department Application): 4.2.i) Lack of research support as a reason for lack of senior female Research and Teaching staff; 5.1.iv) Unequal gender balance in School REF submission; 5.2.iii) Better research support as part of career progression.				
	Specific Actions	**Start**	**End**	**Owner**	**Success Criteria/Outcome Measures**
5.3.1	Monitor and review REF outputs and impact case studies to identify potential for underrepresentation of women.	Q3 2017	Q3 Annually	DHoS-Research (NM)	Gender balance for inclusion in REF submission.
5.3.2	Discuss strategies for publication in annual Research Review meetings	Q3 2017	Q3 Annually	DHoS-Research (NM)	Increase potential 3* and 4* papers by female staff.
5.3.3	Address gender imbalances in research through modification of workload allocation.	Q2 2018	Q2 2018	DHoS-People (EP)	Gender balance for inclusion in REF submission.

5.4	**Objective: Ensure equal opportunities for research leave applications and uptake, particularly for REF purposes to address the decline in percentage of women submitted to REF2014 and promote career progression**				
	Issues (listed by reference to section of Department Application): 4.2.i) Lack of research support as a reason for lack of senior female Research and Teaching staff; 5.1.iv) Unequal gender balance in School REF submission; 5.2.iii) Better research support as part of career progression.				
	Specific Actions	**Start**	**End**	**Owner**	**Success Criteria/Outcome Measures**
5.4.1	Raise awareness of School research leave policy particularly among female members of staff, through Annual Review and Research Review meetings.	Q4 2017	Q1 2018	DHoS-Research (NM)	Gender balance in research leave uptake.
5.4.2	Monitor and review research leave applications and uptake. If women are under-represented, target the policy at women specifically.	Q3 2018	Q3 2018	DHoS-Research (NM)	

5.5	**Objective: Ensure equal opportunities for supervising postgraduate research (PGR) students, particularly for REF purposes to address the decline in percentage of women submitted to REF2014 and promote career progression.**				
	Issues (listed by reference to section of Department Application): 4.2.i) Lack of research support as a reason for lack of senior female Research and Teaching staff; 5.1.iv) Unequal gender balance in School REF submission; 5.2.iii) Better research support as part of career progression.				
	Specific Actions	**Start**	**End**	**Owner**	**Success Criteria/Outcome Measures**
5.5.1	Monitor and review PGR supervisors by gender.	Q3 2017	Q3 2017	PGR Director (CM)	Gender balance in PGR supervision.
5.5.2	Raise awareness of opportunities for doctoral supervision to ensure equal opportunities and gender balance.	Q4 2017	Q4 2017	PGR Director (CM)	
5.5.3	Support and encourage development of PGR topics for Elphinstone and Business School PGR scholarships.	Q4 2017	Q4 2017	PGR Director (CM)	

5.6	**Objective**: Ensure equal opportunities for accessing School resources for research, particularly for REF purposes to address the decline in percentage of women submitted to REF2014 and promote career progression.				
	Issues (listed by reference to section of Department Application):				
	4.2.i) Lack of research support as a reason for lack of senior female Research and Teaching staff;				
	5.1.ii) Prioritise internal School research support to enable new staff to kick start research;				
	5.1.iv) Unequal gender balance in School REF submission;				
	5.2.iii) Better research support as part of career progression.				
	Specific Actions	**Start**	**End**	**Owner**	**Success Criteria/Outcome Measures**
5.6.1	Prioritise internal research support to enable returners to kick start their research.	Q2 2017	Q4 2019	DHoS-Research (NM)	
5.6.2	Monitor and review access to research resources by gender.	Q2 2017	Q3 2017	DHoS-Research (NM)	Gender balance in resource allocation for research.
5.6.3	Raise awareness of opportunities for research resources to ensure equal opportunities and gender balance through Annual Research Review meetings.	Q3 2017	Q3 Annually	DHoS-People (EP)	

6. FLEXIBLE WORKING

Champions: Senior Lecturer (Scholarship) and Lecturer (Allan Sim and Angelai Fong)

6.1	**Objective: To raise awareness and acceptance of flexible work practices at University to increase the likelihood of all members of staff to use flexible working conditions and to increase acceptance and adoption of flexible working practices.**				
	Issues (listed in reference to section of Department Application): 5.3.i) Lack of awareness of support of flexible work arrangements; 5.3.iv) Perception that maternity leave has negative impact on career; 5.3.vi) Gendered difference in perception of support for flexible working; 5.3.vii) Better need for managed transition after career breaks.				
	Specific Actions	**Start**	**End**	**Owner**	**Success Criteria/Outcome Measures**
6.1.1	Annual presentation at a School Forum describing flexible working arrangements including Part-Time, Part-Year, Job-Sharing, Flexible Working Hours and Career Breaks.	Q2 2017	Q2 Annually	School HR Partner (SC)	Reduction in proportion in School survey who say that flexible working is detrimental to career.
6.1.1	Discussion of flexible working options in Annual Review.	Q3 2017	Q3 Annually	Academic Line Managers	Addition of section on flexible working on Annual Review form.

6.2	**Objective: To increase support for those taking flexible working for both traditional workers and those taking advantage of flexible contracts.**				
	Issues (listed in reference to section of Department Application): 5.3.i) Lack of awareness of support; 5.3.ii) Need for structured meetings regarding teaching implications of parental leave transitions; 5.3.iv) Perception that maternity leave has negative impact on career; 5.3.vi) Gendered difference in perception of support for flexible working; 5.3.vii) Better need for managed transition after career breaks.				
	Specific Actions	**Start**	**End**	**Owner**	**Success Criteria/Outcome Measures**
6.2.1	To arrange regular meetings before and after leave with ALMs to identify/address further needs e.g. regarding career development and work/life balance, offering option to work up to a set number of paid days during leave to retain sense of belonging to School and update staff on policy changes	Q4 2016	As needed	Academic Line Managers	• Successful transitions back to work for those on leave; • Reduction in proportion in School survey who say that flexible working is detrimental to career.
6.2.2	To incorporate gradual increase in workload allocation after long-term (e.g. maternity) leave to help adjust for new personal arrangements.	Q3 2017	Q4 2017	Academic Line Managers	Successful career development for those on reduced hours contracts.
6.2.3	To encourage staff to attend the 'Maternity/ paternity/ adoption leave coaching' as funded by the University and provided by an external coach to contribute to staff wellbeing and organisational success.	Q1 2018	Q1 Annually	Academic Line Managers	100% participation by staff who have taken such leave.

7. COMMUNICATION AND GOVERNANCE

Champions: Senior Lecturer and Professional Support Services (Zoe Morrison, Sophie Anderson, Fiona Ritchie)

7.1	**Objective: Better internal communications to achieve gender blind dialogue and increase equality/ reduce perceptions of gender bias within the School.**				
	Issues (listed by reference to section of Department Application): 5.1.iv) Increased transparency in workload allocations; 5.2.iv) Need for better communication with School about Equality and Diversity issues involving the School; 5.3.vi) No recognition of transition of flexible leave transitions in workload model; 5.4.i) Generally low response rate to School survey and, particularly, focus groups; 5.4.ii) Use of academic line managers to emphasise HR policies on Equality and Diversity; 5.4.vii) Lack of Equality and Diversity pages and general awareness on School website.				
	Specific Actions	**Start**	**End**	**Owner**	**Success Criteria/Outcome Measures**
7.1.1	Quarterly School Forum covering School and University Senate activities on Equality and Diversity established.	Q4 2016	Every quarter	Dean (BM)	More positive Survey answers to questions on effective communication policy, particularly amongst female respondents.
7.1.2	Online forum for Q&A establish on the Equality and Diversity webpages with 'You said, we did' section established.	Q1 2018	ongoing	Professional Support Services (SA)	Creation of Equality and Diversity section of School website
7.1.3	Publication of yearly School Equality and Diversity Newsletter.	Q3 2017	Q3 Annually	Professional Support Services (FR) and Lecturer (NMk)	Publication of newsletter
7.1.4	Review, update and publish workload model across School.	Q3 2017	Q3 Annually	DHoS-People (EP)	Publishing of workload model.
7.1.5	Monitor and review workload allocation by gender to promote transparent allocation of the model.	Q3 2017	Q4 2019	EDC Co-leads (ZM and MW)	No unexplained variation in workload allocation by grade and job group for research, teaching and administration duties by grade by gender.

7.2	**Objective: Transparency in committee membership and selection to improve gender imbalance in committees across School**				
	Issues (listed by reference to section of Department Application): 5.2.iv) Need for better communication with School about Equity and Diversity issues involving the School; 5.4.i) Generally low response rate to School survey and, particularly, focus groups; 5.4.ii) Use of academic line managers to emphasise HR policies on Equity and Diversity; 5.4.iii) More equality and support for School and University Committees; 5.4.iv) Recognition of participation in external committees in workload model; 5.4.v) Need for transparency in workload model; 5.4.vii) Lack of Equality and Diversity pages and general awareness on School website.				
	Specific Actions	**Start**	**End**	**Owner**	**Success Criteria/Outcome Measures**
7.2.1	Transparency of committee membership lists.	Q1 2017	Q1 2017	School Admin. Officer (ND)	Publish committee membership lists on School webpage.
7.2.2	Advertise committee openings to School with clear selection process.	Q2 2017	Q2 2017	DHoS-People (EP)	All School committee memberships reviewed and appointments to vacancies made to achieve gender balance.
7.2.3	Introduce formal recording and recognition of external academic and advisory Committee membership for all staff.	Q3 2017	Q3 2017	DHoS-People (EP)	These Committee memberships are recognised tasks in School workload allocation.
7.2.4	Promote University committee membership in Annual Review process, including promoting shadowing and Committee attendance for observation.	Q3 2017	Q3 2017	Academic Line Managers	Increase in participation in University Committees.

7.3	**Objective: Increase non-academic outreach activities in Scotland to improve local awareness of School activities and opportunities for increased communication to promote careers in our professional fields.**				
	Issues (listed by reference to section of Department Application): 5.4.viii) Lack of outreach activities to Scottish secondary schools and Further Education colleges.				
	Specific Actions	**Start**	**End**	**Owner**	**Success Criteria/Outcome Measures**
7.3.1	Contribute to the School's new outreach programme to promote our work and related career opportunities for study and development, to potential students and staff members, collaborators and industry partners from all sections of the community.	Q1 2018	Q3 2018	EDC Co-Lead (ZM)	• A minimum of five outreach activities in Scotland over six months; • Positive participant evaluation; • Understanding of diversity of participants and possible areas of under-representation to inform second stage planning.

Department Application:
University of Aberdeen
Business School
Bronze Award
Revised Appendix 3
(Gantt Chart)
March 2017

UNIVERSITY OF ABERDEEN BUSINESS SCHOOL

REVISED APPENDIX 3 (GANTT CHART) MARCH 2017

Introduction

The revision of the Equality Action Plan has made us rethink the timings of the actions suggested in our application, particularly in spreading the actions over a three year cycle. As the schedule of EDC meetings are now quarterly, we have also aligned the 'Start' and 'End' dates to recording them in quarters of a year. Thus the Gantt chart below is substantially revised from the one in the initial application. However, it is better aligned with the actions from the revised plan.

Task	Actions and Milestones	Start	End	Owner	2016	2017				2018				2019			
					Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
2.1.2	Diverse UG and PGT case studies on website and publicity	Q4 2016	Q1 2017	School Marketing Officer (NG)	■	■											
2.3.1	UG, PGT, PGR programme 'landing pages' with link to School's Athena SWAN/Equality and Diversity pages	Q4 2016	Q1 2017	School IT Director (DM)	■	■											
2.1.1	Review Open Day materials and staffing to show diversity within disciplines	Q4 2016	Q2 2017	School Admin Officer (ND)	■	■	■										
2.1.1	Review Open Day materials and staffing to show diversity within disciplines	Q4 2016	Q2 2017	School Admin Officer (ND)	■	■	■										
2.1.3	Report on 'Roadshows' in local schools.	Q4 2016	Q3 2017	EDC Co-leads (ZM and MW)	■	■											
2.2.1	Develop diverse PGR/PhD case studies on website and publicity, particularly focusing on alumni.	Q4 2016	Q2 2017	School Marketing Officer (NG)	■	■	■										
2.2.2	Develop gender based PGR research topics	Q4 2016	Q2 2017	PGR Director (CM)	■	■	■										
2.2.3	Make sure PGR outreach represents gender diversity within School	Q4 2016	Q3 2017	PGR Director (CM)	■	■	■	■									
6.2.1	To arrange regular meetings before and after leave with ALMs to identify/address further needs.	Q4 2016	As needed	Academic Line Managers	■	■	■	■	■	■	■	■	■	■	■	■	■

Ref	Action	Start	Frequency/End	Responsible
7.1.1	Quarterly School Forum covering School and University Senate activities on Equality and Diversity established.	Q4 2016	Every quarter	Dean (BM)
1.7.1	Set up analytics to monitor traffic to School Equality and Diversity website pages (*formerly Action 1.8*).	Q1 2017	Q1 2017	Professional Support Services (SA)
5.1.1	Athena SWAN as standing item on SRC agenda.	Q1 2017	Q1 2017	DHoS-Research (NM)
7.2.1	Transparency of committee membership lists.	Q1 2017	Q1 2017	School Administration Officer (ND)
1.7.2	Insert a banner statement on all pages to re-iterate our emphasis on equality and diversity (*formerly Action 1.8*).	Q2 2017	Q2 2017	Professional Support Services (SA)
3.1.1	Job postings include link to School Gender Equality webpage and monitor traffic.	Q2 2017	Ongoing as recruit	EDC Co-lead (MW)
4.1.4	Additional question(s) on Annual Review form about knowledge of promotion process.	Q2 2017	Q2 2017	School HR Partner (SC)
4.2.1	Additional question(s) on Annual Review form to highlight promotion.	Q2 2017	Q2 2017	School HR Partner (SC)
4.4.1	Mentoring champion for the School.	Q2 2017	Q2 2017	DHoS-People (EP)
4.5.1	Appraising training and development needs during Annual Review.	Q2 2017	Q2 2017	Academic Line Managers

Ref	Action	Start	End	Owner
4.5.2	Incorporate training and development in year objectives and workload allocation.	Q2 2017	Q2 2017	Academic Line Managers
7.2.2	Advertise committee openings to School with clear selection process.	Q2 2017	Q2 2017	DHoS-People (EP)
5.2.1	Yearly grant writing workshop within School using School-based academics with grants as key speakers.	Q2 2017	Q2 Annually	DHoS-Research (NM)
5.2.2	Promotion of attendance to University grant writing and networking sessions.	Q2 2017	Q2 Annually	School Business Development Officer (KM)
6.1.1	Annual presentation at a School Forum describing flexible working arrangements.	Q2 2017	Q2 Annually	School HR Partner (SC)
5.6.1	Prioritise internal research support to enable returners to kick start their research.	Q2 2017	Q4 2019	DHoS-Research (NM)
1.2.1	Agree a standard reporting format for performance against Plan.	Q2 2017	Q3 2017	EDC Co-lead (MW)
1.3.1	Generate annual 'Equality Snapshot' of staff and student data.	Q2 2017	Q3 2017	EDC Co-lead (MW)
1.5.1	Repeat first staff survey in order to carry out longitudinal comparisons between 2016 and 2017.	Q2 2017	Q3 2017	University Equality and Diversity Officer (RT)

	Action	Start	End	Responsibility
1.6.1	Review utility of focus groups and consider alternatives; Set up an ongoing plan for consultation. (*formerly Action 1.7*)	Q2 2017	Q3 2017	DHoS-Research (NM)
4.1.1	Promotion 'champions'	Q2 2016	Q3 2017	Professor (KB)
5.6.2	Monitor and review access to research resources by gender.	Q2 2017	Q3 2017	DHoS-Research (NM)
1.6.2	Require all staff to complete University Equality and Diversity Training (*formerly Action 1.11*)	Q2 2017	Q4 2017	Dean (BM)
1.4.1	Establish a process of annually comparing 'Equality Snapshot' with previous years.	Q3 2017	Q3 2017	EDC Co-lead (MW)
1.7.3	Review of the visual impact of website and publicity materials (*formerly Action 1.8*).	Q3 2017	Q3 2017	Professional Support Services (SA)
3.1.2	Post selection interviews with candidates to understand perceptions of the interview process	Q3 2017	Ongoing as recruit	School HR Partner (SC)
4.1.2	Training for ALMs and School's two promotion 'champions' on UoA promotion process.	Q3 2017	Q3 2018	School HR Partner (SC)
5.5.1	Monitor and review PGR supervisors by gender.	Q3 2017	Q3 2017	PGR Director (CM)
7.2.3	Introduce formal recording and recognition of external Committee memberships for all staff.	Q3 2017	Q3 2017	DHoS-People (EP)

Ref	Action	Start	End	Lead																		
7.2.4	Promote University committee membership in Annual Review process.	Q3 2017	Q3 2017	Academic Line Managers				▨														
1.1.1	Establish an annual review of Committee membership.	Q3 2017	Q4 2017	EDC Co-lead (ZM)				▨	▨													
1.2.2	Develop 'Equality Dashboard'.	Q3 2017	Q4 2017	Accreditation and Projects Manager (KW)				▨	▨													
3.2.2	Develop a formal system of induction within the School.	Q3 2017	Q4 2017	Professor (KB)				▨	▨													
3.2.3	Assign a short term mentor ('buddy') within the School upon appointment.	Q3 2017	Q4 2017	Professor (KB)				▨	▨													
4.4.2	Establish a post-probation mentoring system – working with the University mentoring system.	Q3 2017	Q4 2017	Mentoring Champion (TBA)				▨	▨													
6.2.2	To incorporate gradual increase in workload allocation after long-term leave.	Q3 2017	Q4 2017	Academic Line Managers				▨	▨													
5.2.3	Encourage discussions about grant writing in context of Annual Review and mentoring meetings.	Q3 2017	Q3 Annually	DHoS-Research (NM)				▨						▨				▨				
5.3.1	Monitor and review REF outputs and impact case studies.	Q3 2017	Q3 Annually	DHoS-Research (NM)				▨						▨				▨				
5.3.2	Discuss strategies for publication in annual Research Review meetings	Q3 2017	Q3 Annually	DHoS-Research (NM)				▨						▨				▨				
5.6.3	Raise awareness of opportunities for research resources through Annual Research Review meetings.	Q3 2017	Q3 Annually	DHoS-People (EP)				▨						▨				▨				

Ref	Action	Start	End/Frequency	Lead
6.1.1	Discussion of flexible working options in Annual Review.	Q3 2017	Q3 Annually	Academic Line Managers
7.1.3	Publication of yearly School Equality and Diversity Newsletter.	Q3 2017	Q3 Annually	Professional Support Services (FR) and Lecturer (NMk)
7.1.4	Review, update and publish workload model across School.	Q3 2017	Q3 Annually	DHoS-People (EP)
1.6.4	Launch Level 3 cross campus course addressing Equality and Diversity in the workplace.	Q3 2017	Q3-Q4 Annually	EDC Co-lead (ZM)
1.6.3	Increase awareness of contemporary research on Equality and Diversity	Q3 2017	Q3 2019	DHoS-Research (NM)
4.3.1	Career review to fixed-term employees half way through their contract.	Q3 2017	ongoing	DHoS-People (EP)
7.1.5	Monitor and review workload allocation by gender to promote transparent allocation of the model.	Q3 2017	Q4 2019	EDC Co-leads (ZM and MW)
3.2.1	Promote attendance at University induction events around teaching, research and training opportunities.	Q4 2017	Ongoing as recruit	Professor (KB); School HR Partner (SC)
5.5.2	Raise awareness of opportunities for doctoral supervision to ensure equal opportunities and gender balance.	Q4 2017	Q4 2017	PGR Director (CM)
5.5.3	Development of PGR topics for Elphinstone and Business School PGR scholarships.	Q4 2017	Q4 2017	PGR Director (CM)

Ref	Action	Start	End	Responsible
3.1.3	Review outcomes of recruitment: report to EDC; agree priorities for improvement and recommendations for action.	Q4 2017	Q1 2018	School HR Partner (SC)
5.4.1	Raise awareness of research leave policy through Annual Review and Research Review meetings.	Q4 2017	Q1 2018	DHoS-Research (NM)
2.3.2	Annual Student Athena SWAN/Equality and Diversity workshop as part of UG and PGT induction events	Q4 2017	Q4 Annually	Lecturer (NMk)
2.4.1	Review classification distributions by gender for UG and PGT degrees.	Q4 2017	Q4 Annually	Lecturer (NMk)
4.2.3	Discussions with ALMs (during Annual Review) and Promotion Champions to assess preparation for promotion.	Q4 2017	Q4 Annually	Promotion Champions (TBA)
4.2.2	Evaluation of all eligible staff for promotion.	Q4 2017	Q4 Annually	Professor (KB)
1.6.5	Develop an appropriate PhD dissertation topic around Equality and Diversity (*formerly Action 1.12*).	Q4 2017	Q4 2020	EDC Co-lead (ZM) and DHoS-Research (NM)
1.5.2	Adapt staff survey; Test and refine; Assess utility of this research. (*formerly Action 1.6*)	Q1 2018	Q2 2018	Professional Support Services (FR)
4.1.3	Establishment of yearly Promotion workshops in School	Q1 2018	Q1 Annually	Professor (KB)

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Ref	Action	Start	End	Responsibility
6.2.3	To encourage staff to attend the 'Maternity/ paternity/ adoption leave coaching'.	Q1 2018	Q1 Annually	Academic Line Managers
7.3.1	Contribute to the School's outreach programmes.	Q1 2018	Q3 2018	EDC Co-Lead (ZM)
7.1.2	Online forum for Q&A establish on the Equality and Diversity webpages with 'You said, we did' section established.	Q1 2018	ongoing	Professional Support Services (SA)
5.3.3	Address gender imbalances in research through modification of workload allocation.	Q2 2018	Q2 2018	DHoS-People (EP)
1.8.1	Identify different social categories and intersecting identities across gender, sexuality, class, ethnicity, and nationality (*formerly Action 1.9*)	Q3 2018	Q3 2018	EDC Co-lead (ZM)
5.4.2	Monitor and review research leave applications and uptake. If women are under-represented, target the policy at women specifically.	Q3 2018	Q3 2018	DHoS-Research (NM)
1.1.2	Conduct 2nd annual review of Committee membership.	Q3 2018	Q4 2018	EDC Co-lead (ZM)

	Action	Start	End	Responsible
1.8.2	Conduct an independent internal review of progress against all actions in this Equality Action Plan (EAP) (*formerly Action 1.10*).	Q4 2018	Q4 2018	Athena SWAN Officer from another School (TBA)
3.1.4	Incorporate findings into EAP review and recruitment and selection processes.	Q4 2018	Q4 2018	EDC Co-leads (ZM and MW)
1.8.3	Revise EAP to accommodate recommendations of independent internal review.	Q4 2018	Q1 2019	EDC Co-leads (ZM and MW)
1.1.3	Conduct 3rd annual review of Committee membership.	Q3 2019	Q4 2019	EDC Co-lead (ZM)